

The Classical Outlook

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FROM SPARK TO FLAME

BY RUTH M. TAPPER
Cuba (Ill.) High School

MAY I invite you to go with me in imagination to the heart of the Edgar Lee Masters country, the Spoon River Valley of Illinois? There in the midst of fertile farms and of reclaimed waste banks where great herds of cattle graze, in a town of less than 2000 stands our community unit high school. Here my boys and girls come from seven townships: a cross section of youth in rural America.

Thinking of those who, through the years, have come into my classrooms—the eager and the apathetic, the brilliant and the slow, the mischievous and the serious—I am convinced that every student brings with him a spark of interest in Latin. In some it glows, becomes a flame, and at last casts sparks into other minds. In others it smoulders and goes out. It is our high calling to fan that spark within our students.

Recently, in our school, interest in Latin has revived almost incredibly. This revival has prompted me to consider two phases of the problem of motivation. How shall we attract prospective students to the Latin classes? How shall we hold and increase the interest of those who are already studying Latin? I have no miracle method to offer, but merely some personal observations, the result in part of a questionnaire many of our pupils voluntarily answered for me. Their reactions suggest some ways to be used and others to be avoided.

First, what wins young people to Latin? They say that they enroll because it will help them in their life work, will prepare them for college entrance, or will help them in learning other languages, particularly English; many of them have been advised to take it by parents, other students, or teachers.

We try to appeal to a general group, rather than to a limited one. Since only a few of our graduates go to college, we offer Latin not only for these, but also for all of average ability. We believe that farmers and housewives have a right to the cultural values to be derived from Latin. Why should not those who stop formal education after high school

CONVENIMUS HIC

A Convention Song for the
American Classical League

BY VAN L. JOHNSON
Tufts University
To Be Sung to the Welsh Air
"The Ash Grove"

Dum terra virescit,
Dum arbor frondescit,
Dum aether nitescit,
Convenimus hic.

Dum tellus vigescit,
Dum virga florescit,
Dum calor gravescit,
Convenimus hic.

Discipuli cedant,
Aerumnae recedant,
Magistri procedant,
Conveniant hic!

Dum schola silescit,
Dum clamor decrescit,
Dum cura quiescit,
Convenimus hic.

body at large aware of Latin. In the same way, although our increase in enrollment has paralleled closely the organization and development of the Junior Classical League, there is no evidence that the club alone causes students to register for Latin; yet surely a vigorous, healthy organization devoted to the classics stimulates interest in the subject.

Undoubtedly, the best way to attract the kind of students we want is for the Latin department to have a reputation for teaching the language well in an orderly, happy classroom. In time, value for price paid is the best advertisement for an academic subject.

Second, how shall we induce the young people in our classes to continue their study and to do their best work? Once a pupil has begun to study Latin, the responsibility of holding his interest is the teacher's. Here lies our challenge: we must "find a way or make one" to kindle every pupil's interest. The teacher motivates the student both by what she does for herself and also by what she does to the student.

In the first place, the teacher who constantly grows in Latin incites her pupils to work harder and to continue the study of Latin. Students respect a teacher who, following a middle path, tries some new methods, but does not discard the good old ones, and changes the course from year to year. If she is sincerely enthusiastic and is engrossed in Latin and its related fields, before long many of her students will share her love of Latin. If she reads new Latin, attends classical meetings, and studies under great teachers of Latin and Greek, her pupils sense her growth. They are impressed by a chance to use a book written by one of her teachers. Yes, it is a beautiful book. When school opens in the fall, they want to know what Latin or Greek she has read during the summer. A teacher's attendance at professional meetings also has a wholesome effect. On the other hand, if she harps on the value of Latin, and gives lip service to its pleasures, but never reads any new Latin, her pupils will be the first to know that she is only a sham like Feathertop. What the teacher does for herself is vital to arousing the interest of the student.

enjoy the exploits of Caesar and the lovely *Georgics*? Some pupils with no incentive at home for higher education have great possibilities for scholarship. We should attract these too, and spur them on to develop their talents. And our Latin classes are open to upper classmen as well as to freshmen and sophomores.

In advising students or parents we should use only reasonable arguments. We should be enthusiastic but never over-state the case. It is useless to claim that studying Latin for one year automatically assures a broad English vocabulary, wide knowledge of the ancient world, or a clear idea of mythology. On the other hand, a fellow student's comment that Latin has helped him in English or in world history, or that it is fun, carries weight with the prospective student. Moreover, it is important for parents to be educated as to the nature of Latin and its values for a full life.

Although some boys and girls are attracted by the publicity of Latin Week, or by "tall tales" of "what we ate and did at the Roman banquet," I doubt that many decide to enroll in Latin solely as a result of this advertising; but at least this celebration makes the public and the student

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Secondly, the teacher motivates the student directly in many ways. The most important way is for her to teach him some Latin thoroughly. Although some pupils are lured by the so-called practical subjects, our better ones are willing to work hard for knowledge. More than 60% of our pupils study longer on Latin than on any other subject. Yet all of these pupils say they like Latin as it is.

Her requirements must be reasonable. Young people appreciate high standards and are willing to meet them if they understand why. It is rather simple to convince them of the necessity for knowing forms, vocabulary, and syntax in order to read a passage of connected Latin, particularly at sight. However, there is a limit beyond which they cannot go. When new forms are thrust upon them too fast, they cannot be mastered, and the pupils become discouraged. Then pleasure in study becomes drudgery. Our Latin students express a preference for translation and comprehension exercises in class. Many especially like sight translation. They are willing to struggle with forms, syntax, and vocabulary to achieve success in reading.

Some may never excel in reading aloud or in translating orally, but they can all do something well. The tall, frightened girl, who is too timid to speak up in class, can draw painstakingly a map of the ancient world, marking on it the places mentioned in her Latin stories. When her work is praised, she just lights up all over. A gangling boy, who detests reciting before the class, deftly molds the Trojan horse during long hours of his Easter vacation and brings it swathed in tissues. He lingers as the teacher opens the package and expresses her delight in his accomplishment. "That is lovely! I wish I could do something like that!" she tells him honestly. His blush and smile show that he is really pleased by his teacher's praise. When we help each student to excel in some phase of our work, we help him gain and keep his self-respect.

The teacher helps the pupil to make personal discoveries. Reading Latin provides an opportunity for the student to discover what the paragraph says. Finding the meaning gives a thrill to the young explorer in a strange tongue. How patient and wise we need to be in order to help a student just enough, but always let him unlock the idea for himself!

In a sense, the teacher creates the atmosphere of the classroom. Al-

though it is intangible, it is a vital part of motivating the student to continue his study of Latin. May the immortal gods teach us to make Latin periods happy times, when teacher and students, unafraid and relaxed, learn together!

The human-interest appeal can be used often. Our pupils display much curiosity about the Romans and the Greeks. Often a tall, aggressive boy meets the teacher at the door with a request, "Would you please tell us stories about Romans or Roman life today, if you have time?" One girl commented, "It seems strange; these Romans were like us in a lot of ways." We must capitalize on this instinctive human interest.

Varied activities stimulate interest, reward diligence, and teach background at the same time. They should be secondary but valuable, well-organized but changed from year to year. Our activities center in the Junior Classical League, the local chapter of which was organized five years ago with ten members—our only Latin class—and now has around eighty members. We have a float in the homecoming parade. Whether it wins first place or not, it attracts attention to our department. It also provides an opportunity for many boys and girls to help, and for some of them to display their originality.

We observe Latin Week with publicity prepared by the members of the club for local newspapers and for the junior high school, with a display in the high-school library of projects made by all Latin students, with specials in classes that week provided by the teacher, with posters on the school bulletin boards, and with a Roman banquet. These are not new ideas. We have tried to adapt them to the needs of our boys and girls. The Roman banquet is really a planned potluck meal limited to Roman foods. Some of the talented students write the program. Purposefully, we make it a simple affair, where the boys and girls have a good time, while they learn something of Roman society and foods and of some real Latin or Greek classic. For instance, we offer a translation of the *Iliad* to the chairman of the program committee for source material. Much latitude is given in the choice of projects, provided they are creative and related to Latin. This year we had enough models of ancient war machines to provide center-pieces on our banquet tables.

Monthly Junior Classical League meetings are planned by committees. Original talks, poems, playlets, and games are encouraged. Even if the

results are not masterpieces, the students express themselves, eagerly learn about Rome, and have fun doing it. In December the Saturnalia are celebrated. Classes as well as the club sing carols in Latin. Do boys and girls join the Junior Classical League for the loaves and fishes? I think not. Yet they never forget the little things we do for them, like helping them to pick wild pansies to carry out their color scheme of purple and gold for the banquet. We use what we have at hand, and strive to do what we do well. Pupils almost unanimously say that they enjoy the club where they learn more about the Romans.

Awards can be used judiciously to encourage pupils. At our honor assembly the senior who has done the most outstanding work in Latin receives a medal for excellence in Latin. In May citations are given by the Junior Classical League to the seniors who have completed at least two years of Latin. They are hand-written in Latin, signed by the president, the secretary, and the sponsor of the chapter, and rolled into scrolls.

In these and many other ways the teacher encourages the interest of young people in her classes.

Through others the teacher extends her hand even farther to motivate students of Latin. A Cicero pupil who was acting as a primary teacher's helper announced gaily, "I taught my children to count in Latin today. They loved it!"

Richard, dwarfed, crude, but eager for attention and blessed with a fine mind, registered for Latin upon the advice of his eighth-grade teacher, who had been a member of my first Latin I class. Deserter by his mother when he was small, he had learned few social graces, was even considered a behavior problem by some. But he was fired by a desire for knowledge. He dreamed of being a veterinarian. So he noted carefully scientific and medical derivatives. He liked Latin I so well that he decided to take all the Latin he could. Last spring he accepted graciously our first medal for excellence in Latin, and went out from Commencement to a ranch in the strip mine to work ten to twelve hours a day and to enter college in the fall. His has been a rough path and will be a hard one, but it leads to a future unlimited!

Even now, in that first Latin I class of mine, I can see James with the dark, bright eyes and the ruddy cheeks. I can hear his pleasant voice reading Latin sentences and see him blush when he was reprimanded for coming to class without preparation.

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BUSINESS MANAGER: HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

EDITOR: KONRAD GRIES, Queens College, Flushing 67, N. Y.

ASSOCIATE EDITORS: W. L. CARR, University of Kentucky, Lexington 29, Ky.; EUGENE S. McCARTNEY, 202 Michigan Union, Ann Arbor, Mich.; CAROLYN E. BOCK, State Teachers College, Montclair, N. J.

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Even so, he could read the lesson. His Latin room was small with no visual aids. Yet in spite of his drab text with fine print and narrow margins and without colored pictures, he read Latin well, better at sight than most could read it with study. What a challenge he was to a beginning teacher! Now he is our Dr. J. K.

Recently his son Jimmie, a sixth-grader with dark hair and eyes, came into the corner drug store and brought his Coke to the table where I was sitting. He chatted pleasantly of basketball, dogs, and quiz programs. Of Charles Van Doren he said, "Gosh, all that wonderful knowledge!" His eyes sparkled and his voice was pleasing. Then, as we mentioned school, his face broke into a big smile, and he announced, "Sure, I'm going to take Latin!" A spark from his doctor father glows in Jimmie!

So as different kinds of young people—the crude, the timid, and the polished—come to us, in each one may we safeguard the little spark of interest in Latin until we fan it into a flame!

NOTES AND NOTICES

Reports from various states continue to indicate rising enrollments in foreign languages, and a diminishing supply of teachers; in some cases they contain possibilities for eliminating the shortage:

Florida—A survey made this fall on the status of Latin showed a 16.8% increase in enrollment in 1957-1958 over 1956-1957. Of the 137 "known" teachers in junior and senior high schools, 37 were teaching only Latin.

Other subjects taught in addition to Latin by Latin teachers were, in order of frequency, English, Spanish, and French. (Edith Woodfin West, "Status of Latin in Florida," *The Latin Bulletin*, Vol. V, No. 2.)

Georgia—According to a recent issue of the *Atlanta Constitution*, the State Board of Education has ruled that, beginning with the school year 1958-1959, all high schools in the state must offer two units in a foreign language. The University of Georgia is to operate one of the training centers in foreign languages included in the Federal Administration's plans for assistance to education.

Illinois—In 1957, for 82 openings in Latin there was only one candidate. In districts outside of Chicago, between 1948 and 1956, the enrollment in foreign languages increased 41%. In the same period the secondary-school population increased only 22%. More than one-third of the teachers giving instruction in a foreign language had only one class in the language, and approximately two-thirds were spending two-fifths of their time teaching a language and three-fifths teaching other subjects. (*Foreign Language Teaching in Illinois*, Allerton House Conference on Education, 1957.)

Indiana—In 1956, 60% of the high-school Latin teachers were in the 50-65 age group. In 1956-1957, there were 202 unduplicated calls for Latin teachers with only 7 graduates from all the colleges and universities in the state qualified to teach Latin. This was a 25% increase over 1955-1956. Some schools had to drop Latin because they were unable to obtain a teacher. (Gertrude Ewing, *Bridge That Gap*, a brochure compiled by

the Indiana College Classical Teachers Association and the Classical Section of the Indiana Education Association, Fall, 1956.)

Michigan—In 1957, there were calls for 106 Latin teachers: 40 for Latin only, 14 for Latin-English, 18 for Latin-French, 17 for Latin-Spanish, 3 for Latin-German, and 7 for Latin-multiple-language combinations. (J. D. Sadler, *Sample Survey of Latin Positions in 1957*, a mimeograph.)

Minnesota—from the fact that 103 Latin teachers reported enrollment data for 1957-1958, there appears to be a gain of 27.7% over last year. It was reported that classes were limited by the shortage of teachers. (Margaret Forbes, "Observe That Increase," *Minnesota Latin Newsletter*, No. 59, December, 1957.)

New Jersey—41% of the high-school Latin teachers are in the 50-65 age group. In the next fifteen years more than 100 Latin teachers will have to be replaced from retirement alone.

Ohio—Of the schools now offering Latin, 15% report an immediate need for more teachers in this subject, and before 1962 at least 25% of Ohio's Latin teachers will need replacements. The colleges receive ten times as many requests for Latin teachers as they are able to fill. Of the high schools which do not now offer Latin, 50% attribute their situation to an inability to find a qualified teacher. (Richard Mickley, *Survey of Latin Study in Ohio Schools*, a flyer distributed by the Ohio Classical Conference.)

—C. E. B.

JCL AWARDS

Dr. Carolyn E. Bock, chairman of the American Classical League JCL Award Committee, has announced the names of this year's College Scholarship recipients:

Latin IV—Lynne Lueck, of Mary D. Bradford High School, Kenosha, Wis.; Maureen Iskra, of Mary Immaculate Academy, New Britain, Conn.; Kay Parkhurst, of Thomas Edison High School, Tulsa, Okla.; Michaelle Robichaud, of Our Lady of Mercy High School, Detroit, Mich.; and Billy Vest, of North High School, Willoughby, Ohio. Alternates are Wilma Shadlin, of The Bergen School, Jersey City, N. J.; Sandra Jean Cameron, of Spaulding High School, Barre, Vt.; Kathleen Garson, of Trinity Preparatory School, Ilchester, Md.; Florence Johnson, of Mary Institute, St. Louis, Mo.; and Tom Easterly, of Eastern High School, Middletown, Ky.

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Latin III—William Nico, of LaSalle-Peru Township High School, LaSalle, Ill.; and Judy Monk, of Provine High School, Jackson, Miss. Alternates are Richard Carlson, of High Point High School, Beltsville, Md.; and Marilyn Sprunger, of Arroyo High School, El Monte, Cal.

Latin II—Thomas K. Fitzgerald, of Lexington Senior High School, Lexington, N. C.; Jeannie Bradford, of Rolla High School, Rolla, Mo.; and Gail Garrison, of Batesville High School, Batesville, Miss. Alternates are Paul Fedash, of Streator Township High School, Streator, Ill.; Joan Painter, of Eastern Michigan College Laboratory School, Ypsilanti, Mich.; and Sandra Lee Cervi, of Latrobe High School, Latrobe, Pa.

In all, there were 60 applicants for the 10 scholarships available: 30 (from 15 states) with four years of Latin, 6 (from 6 states) with three years, and 24 (from 13 states) with two years. It is encouraging to see so many students interested in continuing their study of Latin at the college level.

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**FIFTH NATIONAL JCL
CONVENTION:
REGULATIONS**

BY BELLE GOULD
Henderson (Tex.) High School

THE NATIONAL COMMITTEE for the Junior Classical League and the many sponsors and state chairmen whose work makes the organization possible are eager that the members of the League continue to be welcome on college campuses. They therefore expect the delegates to League conventions to be business-like and aware of their responsibilities as representatives of the largest classical organization in the world. Accordingly, although the rules and regulations for the coming convention at the University of Michigan on August 17-21 have been kept to a minimum, they will be applied strictly.

1. Delegates to the Fifth National JCL Convention must address the Convention Registrar, Miss Ruth Kirby, 212 Pine Street, Paw Paw, Mich., for application cards to attend. These cards, when received by the delegate, must be signed by a) the delegate, b) his sponsor, c) his principal, and d) one parent—indicating that the delegate will be cooperative and financially responsible at the convention. The signed application cards are to be returned to Miss Kirby together with a registration fee of \$5.30 (which includes the \$3.00 JCL registration fee collected at

previous conventions upon arrival at the convention). This fee will be applied on the fee of \$26.50 to cover the convention expenses for room and board from breakfast on Monday, August 18, through lunch on Thursday, August 21. Two dollars of this total will be returned when room keys are given up at the end of the convention.

2. If delegates wish to make sightseeing trips in their own chartered buses, there will be only small entrance fees for visits to the automobile plants, the famous Greenfield Village, and other points of interest, and such individual expenses as a brief jaunt into Canada for shopping and mailing of cards may entail. On the other hand, those desiring a guided tour in Michigan buses should add \$3.00 to the initial registration fee of \$5.30, so that the total registration fee for those wishing to use the buses chartered by the Michigan JCL will be \$8.30.

3. The deadline for registration as described above is June 15; the deadline for cancellations is August 1. There can be no exception to this rule.

4. Delegates may register at any time between 4 p.m. on Sunday, August 17, and midnight of the same day. No delegates will be received after midnight, and no rooms will be assigned. Delegates must arrive before midnight if they wish to spend their first night in the dormitories. No meals will be served until breakfast on Monday, August 18.

5. Boys will live in East Quadrangle; girls will live in South Quadrangle. All will register in South Quadrangle, and have their meals there. Upon entering South Quadrangle, students will be given a folder and a registration card. They will present the card at the University window, pay \$21.50 (the balance of the convention fee), and receive a key and a room assignment. When they fill out their registration cards, they must give the name of the adult to whom they will be responsible on the campus at the convention. There should be one sponsor, parent, or other chaperon in the dormitories for each fifteen delegates. Groups going without an adult should contact chaperoned groups and be "adopted" for the duration of the meeting.

6. Mail and telephone calls for delegates should be addressed as follows: Miss . . . or Mr. . . . , South Quadrangle, Junior Classical League, Ann Arbor, Mich.

7. Reasonable medical attention in the form of first aid will be available at the University Health Center daily

from 9 a.m. to 5 p.m., and, of course, doctors can always be called for a fee. However, no nurses will be on duty in the dormitories. The University will not handle special cases requiring refrigerated medicines or periodic injections by a nurse.

8. Delegates will at all times wear the identification badge furnished them at registration. As further identification they will present signed meal tickets when entering or leaving buildings. Emphasis will be placed upon the national organization rather than upon states or sections of the country. Buses may use "JCL" and the name of their town or state. There is no place for fireworks, flags, or other displays of sectional enthusiasm. Attendance at a JCL convention is a privilege all delegates share equally.

9. The University of Michigan is operated strictly on an honor system, and it is imperative that invited guests maintain the same honor system so that no delegate will need correction. Delegates will be supervised by their sponsors in such matters as curfew (delegates must be in their rooms by midnight), no smoking, attendance at sessions (there will be no shopping or private tours during scheduled sessions), and clothing (Bermuda and other shorts, blue jeans, toreador pants, and pedal pushers are not to be worn by any delegate on the campus, at meetings, or on sightseeing tours). Those travelling in such apparel are expected to change into conventional street clothes as soon as possible after arrival—say in thirty minutes. American teen-agers are the best children in the world! Dress the part!

10. Delegates are to bring their own towels and soap, hot-weather clothing, raincoats, and sweaters. Tennis courts will be available, but no swimming pools will be open.

11. Special events or stunts must be registered ahead of time with the President of the Junior Classical League and printed in the convention program to prevent interference with official meetings.

12. All candidates for national JCL offices must be accompanied by their sponsors.

13. Both retiring and new officers must attend an Executive Committee meeting on Wednesday, August 20, from 1:30 to 4 p.m. in the South Quadrangle Lounge. Newly elected officers will be photographed at that time (at their own expense). These pictures are needed for TORCH: U.S. and other publicity.

14. Officers for 1957-1958 are to meet with their sponsors in the South

Quadrangle Lounge on Sunday, August 17, at 7:30 p.m. to make final plans for the convention. Consult the April TORCH: U.S. for confirmation of this time and place.

15. All delegates must be checked out of the dormitories by 1:00 p.m. on Thursday, August 21. They should board their buses as soon as they have dressed for the return trip.

It is never too early to plan for the future. Sponsors and delegates are therefore urged to investigate the possibility of holding the 1959 convention at a college or university in their own state, and to be prepared to extend invitations at the convention on August 18.

AN EVEN DOZEN

BY SAMUEL A. GOLDBERG

Hicksville (L. I.) Senior High School

IN MY twelve years of teaching Latin I have found the following "gimmicks," simplifications, and even pure "corn" very helpful. That they number twelve is pure coincidence and does not suggest one a year. That they—or at least part of them—have probably been thought of before by predecessors or contemporaries is undeniable.

1) In teaching declensions of adjectives, why not use an arrow going across gender columns where endings are the same? This would be even better if Latin textbooks were more gentlemanly and put the feminine gender first in the paradigms of adjectives of the first and second declensions.

2) When you meet the perfect passive participle, drill the students to make these associations: "perfect" equals "having," "passive" equals "been," "participle" equals meaning of verb. This arrangement works in well with the basic translation of the ablative absolute and the omission of the passive word "been" from deponent verbs.

3) Explain carefully the derivation of the word "absolute" in the phrase "ablative absolute" (*ab* plus *solvō*) and show how the construction is loosened from the rest of the sentence by commas.

4) Use advertising slogans or comedian routines, even old ones, or any other "corn," to help the memory. For example, Lucky Strike's LS/MFT ("Lucky Strike Means Fine Tobacco") can help establish the "-ing" translation of the -ns of the present participle when converted to NS/MING ("ns means 'ing'"); and Abbott and Costello's old baseball routine of "Who's on first, What's on second" can help keep quis apart from quid when converted into Latin:

"Quis est in primo, Quid est in secundo."

5) Pavlov's experiments with dogs on conditioned reflex actions can be seized upon to help students with indirect statements. Students can be conditioned to say the word "that" whenever they see an "above-the-neck" verb with an infinitive phrase. I have even used a little bell which I tinkle whenever we meet such a construction in translation. After a while the use of the bell is discontinued, but the student will still automatically insert the word "that" and convert the infinitive to a finite verb.

6) Use modern terminology or manners of reference, e.g., put titles like *legatus*, *dux*, *imperator*, *praetor*, and *consul* in front of personal names to get "General Caesar," "Lieutenant-General Labienus," and "Judges Flaccus and Pomptinus." Also, modernize *captivi* to "POW's" or at least "prisoners of war."

7) Eliminate confusion between *audeo* and *audio* by pointing out that "if it isn't hear, it's dare" ("here" and "there").

8) Simplify subjunctive tense formation by tying in the tenses with the principal parts: first tense (present) from first principal part by dropping the ending (-or as well as -o), adding e for first-conjugation verbs and a for the others, plus endings; second tense (imperfect) from second principal part plus endings (with a word of caution about the conversion necessary for deponent verbs and a word of gloating that this method even takes care of irregular verbs); perfect active tenses from third principal part; and perfect passive tenses from fourth principal part. Students "eat" this up.

9) Simplify uses of the subjunctive by using a big "C" for *cum* and a big "C" for the three uses, arranging them in order of frequency of occurrence: "Circumstantial," "Causal," "Concessive."

10) Set up signpost words equipped with arrows (*ita*, *sic*, *tam*, *adeo*, *talis*, *tantus*) to point to an *ut*-clause of result and thus distinguish it from an *ut*-clause of purpose. Emphasize the element *ta* in the four most frequently used words.

11) Simplify the translation of the subjunctive in subordinate clauses by emphasizing that it is the same as for the indicative except in three common functions that require "may," "might," "shall," or "should" in translation: to express purpose, to express anticipation, and with verbs of fearing.

12) Finally, "No DICE, no DUCE, and you lose FACE" helps students

to remember these three irregular imperatives.

WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin and Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for November, 1957 (page 17), or address the American Classical League Service Bureau, Miami University, Oxford, Ohio.

SCHOLARSHIP WINNERS

Professor Robert G. Hoerber, chairman of the American Classical League Scholarship Committee, has announced the recipients of grants for study in Athens or Rome during the summer of 1958. They are Miss Marian West, of St. Catherine's School in Richmond, Va.; Miss Lucille E. O'Donnell, of Peabody High School in Pittsburgh, Pa.; and Dr. Carolyn E. Bock, of the College High School and the State Teachers College in Upper Montclair, N. J. Dr. Bock is chairman of the ACL Committee on the Junior Classical League Scholarships and also, of course, Associate Editor of THE CLASSICAL OUTLOOK. Hearty congratulations are hereby extended to all three winners.

The recipients of some of the other scholarships available to teachers of the classics have also been announced. They are as follows: Scholarship of the Classical Association of New England—Miss Sara Cowan, of Deering High School in Portland, Me.; Scholarship of the New York Classical Club—Sister Mary Madeline McCarthy, of St. Mary's High School in South Amboy, N. J.; Edith M. Jackson Rome Scholarship of the Pennsylvania State Association of Classical Teachers—Miss Ruth E. Osborn, of Jersey Shore, Pa.; Semple Scholarship of the Classical Association of the Middle West and South—Mr. Garth R. Lambert, of the R. H. King Collegiate Institute in Toronto, Ont., Can.; and the Ohio Classical Conference Scholarships—for study abroad, Miss Agnes Knight, of Collingwood High School in Cleveland; for study in this country, Mrs. W. H. Lewis, of the Danville (Ohio) High School, and Miss Helen Demchak, of the Newbury (Ohio) High School.

The recipient of the Eta Sigma Phi Scholarship for summer study at the American Academy in Rome is Mr. Harry C. Rutledge, of Columbus, Ohio, a Ph.D. candidate in Classics at the Ohio State University.

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The Rome Prize Fellowships granted by the American Academy in Rome for classical studies during the year 1958-1959 have been awarded to Mario A. Del Chiaro, of Santa Barbara, Cal.; Bettie L. Forte, of Columbus, Ga. (Bryn Mawr College); Harold C. Gotoff, of New York, N. Y. (Cornell University); Michael H. Jameson, of Rosemont, Pa.; and Anne Newton Pippin, of Poughkeepsie, N. Y.



SUMMER COURSES AND LATIN INSTITUTES

The following lists of summer courses for teachers of the classics have arrived in time to be included in this issue. Inquiries about courses in other colleges and universities should be directed to those institutions.

American Classical League.—Latin Institute, June 19-21, Miami University, Oxford, Ohio. For the preliminary program, see our April issue. A registration blank will be found on page 96 of this issue.

American Academy in Rome. —July 1-August 8: A comprehensive course, on the graduate level, in Roman civilization from the earliest times to the reign of Constantine, based on the study at first hand of existing monuments in and about Rome (MacKendrick). For details address American Academy in Rome, 101 Park Ave., New York 17, N. Y.

Vergilian Summer School, Cumae-Naples, Italy.—Regular sessions: June 30-July 12; July 14-27; July 28-August 9; August 11-21. Special session for summer students of the American Academy in Rome and the American School at Athens: August 10-20. Daily trips to Pompeii, Herculaneum, Paestum, Cumae, Misenum, Capri, Ischia, Naples (Murphy and others). Classical Tour: June 30-August 4—Cumae and surroundings (two weeks), Sicily (ten days), Rome and surroundings (two weeks) (McKay). For details address Professor Charles T. Murphy, Oberlin College, Oberlin, Ohio.

California, University of (Berkeley).—First session only, June 16-July 26; Epic Poetry—Homer and Vergil (Bundy); Greek Tragedy (Rabinowitz); Elementary Latin, Double Course (Collins).

Colorado, University of (Boulder).—First term, June 13-July 18: Greek Mythology (Barnes); Ancient Literary Theory (Sutherland); Terence (Barnes); Catullus (Sutherland). Second term, July 21-August 23: Greek Civilization (Barnes);

Etruscan and Roman Art (Sutherland); Seneca (Sutherland); Lucretius (Barnes).

Gettysburg College (Gettysburg, Pa.).—First term, June 11-July 18; second term, July 21-August 29. Vergil (for students with two years of Latin) (Glenn); Latin Literature in English (Glenn); Roman Law (Glenn); Elementary Greek (Shaffer); Greek Literature in English (Shaffer); Intermediate or Advanced Greek, according to demand (Shaffer).

Hunter College of the City of New York.—July 7-August 15: Intensive Course in Beginning Latin (Merkel); Intensive Course in Beginning Greek (DeGraff); Greek and Roman Literature in Translation (Wilson).

Illinois, University of (Urbana).—June 16-August 9: Readings in Greek Literature (Duda); Readings in Latin Literature (Abbott); Plautus and Terence (Abbott).

Indiana University (Bloomington).—Regular session, June 11-August 8: Roman Historians (Ramage); Vergil (Pratt); Thesis (Staff). Short course, June 13-July 3: The Latin Workshop—Investigation of Principles of Latin (Staff); Legends of Rome (Ramage); Sight Reading of Latin (Staff); The City Rome through Archaeology (Ramage); Literary Background of the *Aeneid* (Pratt); Audio-Visual Material and Equipment (Staff).

Iowa, State University of (Iowa City).—June 16-August 13: Elementary New Testament Greek; Greek Prose—History of Athens; Major Readings in Greek; Special Assignments in Greek; Greek Thesis; Special Latin Review; Roman Drama; Cicero's Letters; Major Readings in Latin; Lucretius; Advanced Vergil; Special Assignments in Latin; Latin Thesis; Scientific and Medical Greek and Latin (Nybakken, Uhlfelder, Hornsby).

Kentucky, University of (Lexington).—Regular session, June 9-August 2: Advanced Latin Reading (Buck); Advanced Greek Reading (Buck); Greek Civilization (Staff); Beginning Hebrew (Schramm); Hebrew Civilization (Schramm); Rabbinical Literature (Schramm); The Teaching of High-School Latin (Staff); Research in the Teaching of Latin (Staff). Short session, June 9-July 5: Methods, Greek Civilization, Refresher Work, Demonstration Class in Beginning Latin (Staff). University of Kentucky Abroad, June 12-July 29: 6 sem. hrs. in Greek Civilization.

Loyola University (Chicago, Ill.).

—Loyola Classics Summer Institute, June 30-August 8: Classical Art and Archaeology (Schoder); Workshop in Secondary-School Latin (Abel); Plautus and Terence (Kaiser); Jesuit Latin Poets (Mertz); Livy's First Decade (Abel).

Marquette University (Milwaukee, Wis.).—June 23-July 31: Cicero, *Orations against Catiline*; Vergil, *Aeneid I-VI*; upper division college and graduate level—Advanced Latin Composition; Roman Private Life; History of Latin Literature I.

Michigan, University of (Ann Arbor).—June 23-August 16: Introduction to Greek Archaeology (Hopkins); Elementary Greek (Hanson); Gospels of Matthew and Mark (Pearl); Intermediate Greek (Else); Greek Mythology (Pearl); Ancient Literary Criticism (Else); Intensive Latin (Sweet and Seligson); The Teaching of Latin (Seligson); Rapid Comprehension of Latin (Sweet); Teachers' Course in Caesar (Dunlap); Suetonius (Copley); Latin Lyric Poetry (Copley); Latin Inscriptions (Dunlap); Structure of Latin (Householder).

North Carolina, The University of (Chapel Hill).—First term, June 3-July 12: Graduate level—Livy (Henderson); Virgil (Suskin); Greek Dramatic Literature in English (Henderson). Undergraduate level—Elementary Latin (Staff); Cicero (Staff); Latin Literature in English (Suskin). Second term, July 12-August 20: Graduate level—Tacitus, *Agricola* and *Germania* (Suskin); Juvenal (Suskin). Undergraduate level—Elementary Latin (Staff); Virgil (Staff); Archaeology and the Bible (Harland); Greek Art (Harland).

Notre Dame, University of (Notre Dame, Ind.).—June 20-August 5: Advanced Classical Latin (Lazenby); Christian Latin—Intensive Course (Mohrmann); Advanced Classical Greek (Lazenby); Philological Commentary on the *Ordinarium Missae* (Mohrmann); Beginners' Classical Greek (Bouman); also other courses in liturgical and theological Latin. Attention is called to the presence on the staff of two distinguished visitors from the Netherlands: Rev. Cornelius A. Bouman, of Utrecht, Deacon of the Greek Rite; and Dr. Christine Mohrmann, of the Catholic University of Nijmegen and the University of Amsterdam.

Ohio State University, The (Columbus).—Summer Quarter (two terms), June 19-August 29: For undergraduates—The Greek Foundation of European Literature; Scientific Terminology. For graduate students—History of Latin Literature

(Earliest Period); Advanced Reading; Minor or Special Problems; Research (Titchener, Damon). Also courses in Greek History and Points of View in Ancient Philosophy.

Oklahoma, The University of (Norman).—June 14-August 12: Latin Derivatives (Tongue); The Teaching of Latin (Tongue); Greek Literature in English—Drama (Reeves); Intermediate reading course in Greek or Latin, to meet demand (Reeves).

Pacific, College of the (Stockton, Cal.).—June 17-July 18: Greek and Latin Literature in Translation (Bishop).

Pennsylvania, University of (Philadelphia).—Greek Art and Architecture (Tatum); Selected Readings in Greek (Babcock); Roman History (Babcock); Selected Readings in Latin (Hoenigswald); The Classical Element in English (Hoenigswald).

Pittsburgh, University of.—Roman Religion (Young); Etymology (Panetta); Masterpieces of Latin Literature (Young); Classical Mythology (Young); Caesar (Panetta); Ovid (Staff); Latin Prose Composition (Panetta).

Saint Bonaventure University (St. Bonaventure, N. Y.).—June 30-August 8: Roman Civilization (Instructor); Introduction to Palaeography (Mohan); Tacitus (Mohan); Seneca (McCarthy); Pro-Seminar (Müller); Literature of the Empire (Müller); Virgil—*Elegies* (Haran); Thucydides (Wallace); Introduction to Epigraphy (Wallace).

Saint Louis University (Saint Louis, Mo.).—Regular session, June 16-July 25: Graduate Reading Course (Korfmacher); Special Study—Greek (Staff); Studies in Pindar: *Olympian* and *Pythian Odes* (Korfmacher); Intensive Review of Intermediate Latin (Hunleth); Cicero's *Tusculanae* and *Sonnium* (Haworth); Introduction to Mediaeval Latin (Korfmacher); Palaeography—Latin (Finch); Greek and Latin for Today (Finch); Graduate Reading Course—Linguistics (Staff). Nineteenth Annual Latin Teachers' Conference, June 23-24: "Latin in the Renewed Emphasis on Foreign Language" (Forbes, Schoder, and others).

Saint Rose, The College of (Albany, N. Y.).—June 25-August 6: Intermediate Latin—Selections from Livy; Roman Satire.

Texas, The University of (Austin).—First term, June 9-July 21: Beginners' Latin (Osmun); Cicero and Ovid, sophomore level (Leon); Graduate Latin—Pliny the Younger (Leon); Graduate Greek—*Odyssey*

(Hitt). Second term, July 21-August 30: Latin Grammar and Caesar (Mooney); Vergil, *Aeneid*, sophomore level (Reinmuth); Graduate Latin—Quintilian and Literary Criticism (Reinmuth); Graduate Greek—Demosthenes (Hitt).

Tufts University (Medford, Mass.).—June 30-July 18: Roman Civilization. July 18-August 8: Latin Seminar. Third New England Latin Workshop, June 30-July 18 (Johnson, Colby, Beach, Crawford, and others).

Western Maryland College (Westminster, Md.).—Latin Workshop, July 7-25: Latin Language and Classroom Methods and Management (Levy); Audio-Visual Aids (Turner, King); Art and Mythology (Ridington). Field trips to the Walters Art Gallery and the Archaeological Museum of The Johns Hopkins University in Baltimore. Visiting lecturers (Atkins, Glenn, Isanogle, Rowell).

William and Mary, College of (Williamsburg, Va.).—Elementary Greek; Greek Civilization.

Wisconsin, The University of (Madison).—Latin Workshop, June 30-July 18: Methods (Carr, Weightman); Catullus (Carr); Greek Mythology (Agard); The Legacy of Rome (Howe). June 30-August 22: Early Christianity and the Roman World (Howe); Directed Reading of Greek (Howe); Directed Reading of Latin (Howe).



VERSE-WRITING CONTEST RESULTS

COLLEGE DIVISION

FIRST PLACE

THE AGES OF ROME

BY NANCY BURNS

Villa Madonna College, Covington, Ky.
(Sister M. Bernardine, O.S.B., Latin Instructor)

O Newborn Rome! Where now the founding sires
Raise up their roofs, their temples,
and their towers;
Where men believe, adore celestial powers,
And faithful Vestals tend the sacred fires.

O Fullgrown Rome! Thou, Splendor's chief abode!
Republic gone, and gone belief in gods!
Reformers gone, and gone dictator's rods!
The Empire still—but destined to corrode!

Eternal Rome! Thy triumphs now are past,
Thy Splendor gone! Thy spirit still doth last!

COLLEGE DIVISION HONORABLE MENTION

DILEMMA

(BASED ON CATULLUS 75)

BY HERBERT EARLE BAILEY

Colgate University

(Dr. John E. Rexine, Greek Instructor)

My mind is crisped inside,
Crisped with love.
Now not for mother,
Sister, or brother.
The fault lies with you,
My love,
The fault lies with you.
And you have ruined all,
Ruined respect.
Should you become completely good,
Respect would still be gone.
The fault lies with you,
My love,
The fault lies with you.
Yes, you have broken the bond,
Broken our love.
But still I would love you no less,
Should you become completely bad.
The fault lies with you,
My love,
The fault lies with you.

HIGH-SCHOOL DIVISION FIRST PLACE

A PRAYER TO THALIA

—1958

BY LINDA SMITH

Manchester (Conn.) High School
(Miss Doris E. Kibbe, Latin Instructor)

O holy mirror of Apollo's light,
Whose spirit, free from care, gives birth to song;
Muse, who on Mount Parnassus' lofty height
Hast made thy world a haven, safe from wrong—

Hear now the prayer of those marked out by Fate
To bear dark souls that chain themselves to earth.
Attend the pleas of those who, wont to hate,
Have nearly lost the blessing of thy mirth.

Sweet Muse, grant to the weary world the song
That makes life bloom. Lift high our dusty hearts.
Let laughter reign, frivolity belong
To those who hear thy music, love thine arts.

Smile on us, Muse, and with thy happy voice
Reteach our mortal spirits to rejoice.

HIGH-SCHOOL DIVISION HONORABLE MENTION

Honorable mention has been awarded to the poems printed below.

THE CLASSICAL OUTLOOK

and also to "Hymn to Diana," by Keith L. Maillard, of Linsley Military Institute, Wheeling, W. Va. (Miss Katherine M. Metzner, Latin instructor); "On a First Glimpse of Rome's Colosseum," by Selby Hickey, of Newton High School, Newtonville, Mass. (Mr. George W. Bresnahan, Latin instructor); "Those Carnivorous Horses," by Joanna May, of Marywood School for Girls, Evanston, Ill. (Sister Francis Xavier, S. P., Latin instructor); "Vesta," by Dixie Slaybaugh, of Saybrook Junior High School, Ashtabula, Ohio (Miss Esther Amstutz, Latin instructor); and "79 A.D.," by Kathy Meekins, of the Sidwell Friends School, Washington, D. C. (Miss M. Corinne Rosebrook, Latin instructor).

AD COLOSSUM

By KENNETH NULMAN

Classical High School, Providence, R. I.
(Miss Bernice E. Sears, Latin instructor)

Pro simulacrum quod Rhodienses
nobilitavit.
Illa figura elata incluta est clavis
aëna,
Quae portam ad nautas deerratos
reseravit
Atque benigne ab sedibus accepit
peregrinis
Extorses. Quot divellisti vincula
mentis
Et curas tranquillavisti sollicitorum!
Immanis regni spumans spatium do-
minans, en—
Forma superne regnavit tua rustica
salsa
Compressastque rebellio aquarum in
condicionem
Perturbatarum vero demissam humi-
lemque.
O signum sublime incendens et re-
verendum,
Qualis maiestas augusta ornat faciem
illam!

I CAN SEE HIM

By FLORENCE CHARD

Grayslake (Ill.) Community High School
(Miss Cornelie M. Roberts, Latin instructor)

I can see him
Across the centuries,
Strong and bold,
Laughing
A dark fierce laugh,
Fighting, killing recklessly,
A spear in his hand,
Black stallions before him,
Fearing no one—
And then
The war,
The noisy bloody confusion
That was his food—
And everywhere at once,
Shouting and cursing,
the leader.
And there

The last lingering kiss,
The final battle,
And Achilles lying dead,
An arrow in his heel,
And on his face
No smile.

THE PIPES OF PAN

By ELLEN FRIEDMAN
Woodrow Wilson High School,
Washington, D. C.

(Miss Elizabeth L. Shields, Latin instructor)
Along a stream he wanders. Midst
the reeds
Olympia's shepherd seeks a nymph so
fair
Her aura of enchantment fills the air
Where'er he roams. Gods are immor-
tal; needs
Of men do they deny. Yet Cupid's
seeds
Of love have nourished Pan, and,
forced to bear
This passion, has he long pursued his
care,
Although his loved nymph Syrinx
never heeds.
He pauses now. The slender reeds
appear
To sheathe the soul of lost desire:
his love,
His Syrinx, ever hidden from his
reach.
He softly plucks a stalk, and, sighing
near
Its edge, he hears a melody above
His grief: the comfort Nature offers
each.

PRAYER OF A
WARRIOR'S SONBy PAT O'REILLY
Star of the Sea Academy,
San Francisco, Cal.
(Sister M. Augustine, Latin instructor)

O Mars, I pray that thou shouldst
give to me
The strength of my father's arm;
And, lest mine enemies should come
too near,
Keep thou me from harm.
Make light my sword, and let me be
as quick
As lightening through the sky.
Let me my cunning enemies outwit,
That death may pass me by.
I pray thee, coat my shield with
lasting strength,
To earn my father's name.
From worthiness to be that warrior's
son,
Let me achieve great fame.
I beg thee, Mars, to make a man of
me!

PROMETHEUS

By BETSY KROHNE

York Community High School, Elmhurst, Ill.
(Mrs. Lois A. Larson, Latin instructor)

Prometheus, bearer of the gift divine,
Who dared to brave the wrath of
Jupiter
For love of man; who snatched the
heavenly fire
And bore it earthward in a hollow
reed
(Its dancing flames do all men's
hearts inspire)—

Thou art Emancipator by thy deed;
In Freedom's torches doth thy radi-
ance shine,
And in her hallways glow thy can-
dles fair.

Prometheus, thou slave of agony,
Chained to the mount, to suffer night
and day—
The vulture, daily, with its tearing
beak
Doth do its awful work; thou scarce
canst bear
To see the sun arise; yet thou art
meek,
And patient dost accept thy suffering
there.
For lo, the gods have bent their
wrath on thee,
And will not turn their angry curse
away.

Prometheus, look down, yea, bend to
see:
A million hearth fires burn to honor
thee.
Thy flame will burn in Mankind's
memory,
Till Hercules shall come to set thee
free.

A SONNET BY VENUS
TO HER YOUNG
GRANDSON(BASED ON VERGIL'S *Aeneid*, 1.657-694)By RUTH MERRILL
Northfield School for Girls,
East Northfield, Mass.

(Miss Grace Brownell, Latin instructor)
Aenean son now nurtured on my
breast,
O youth so soft and so akin to Love,
I give thy heart and homesick soul a
rest,
A way to shield thee, sleep's immor-
tal glove.
O bright star of my son's untoward
plight,
Ah, child on whom Rome's destiny
depends,
Asleep upon Cythera's fairest height,
I kidnapped thee to aid thy father's
ends.
An evil goddess plans to alter fate
With now deceitful Tyrian kindli-
ness.
I find my fears in no way will abate
Until he finds Lavinia's caress.
Child, and your father, once held
close to me,
Her land is yours, and Rome's proud
destiny.

TO TROILUS

By PASCAL POE

Manchester (Conn.) High School
(Miss Doris E. Kibbe, Latin instructor)

Youth, with burning eyes,
Golden tresses sunlight caught;
Golden boy, lean and fair,
Held taut between the wailing walls
of mother Troy
And grim Achilles;
Youth with burning eyes—
Your virgin sword and virgin shield
cannot withstand
The bloodied blade of grim Achilles.
Feel the tug of Atropos;
Courage string yet tighter, don the
helm;
Boy with burning eyes, become a
man.

JULIUS CAESAR

By RICHARD WEADER

Red Banks (N.J.) High School
(Miss Mary M. Rice, Latin instructor)

Caesar was a Roman,
As bold as bold could be;
Caesar killed the Germans,
And now he's killing me.

Caesar killed the Swiss.
And laid them in a line;
Caesar wrote some books;
I think it is a crime.

Caesar took all Gaul,
And Romanized it well;
Some Romans murdered Caesar,
And now I'm feeling swell.

TROUBLE SPOTS

By HILLARY HARDERS

Grayslake (Ill.) Community High School
(Miss Cornelia M. Roberts, Latin instructor)

Achilles had his tender heel,
Troy had her wooden horse;
With me, the only Fate I feel—
My Latin course, of course!

•••••

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THE CLASSICAL OUTLOOK

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*VITAM QUAE FACIANT**BEATIOREM*

(MARTIAL 10.47)

Translated

BY RALPH MARCELLINO

Kent School, Kent, Conn.

These are the things, my handsome
friend,

That make life happier to the end:

Wealth, not as an employee

Amassed, but as a legatee,

A farm responsive to my care,

A fire to warm my pensive chair,

Law-suits never, rare the bane

Of dinner-suits, a mind that's sane,

A body sound, a shoulder free,

Not bowed by fear and slavery,

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